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ABSTRACT

This overview of the current situation in archival training and education worldwide describes the regional characteristics of training schools in Europe, North America, Latin America, the Arab states, Africa, Asia, and Oceania. The training capacities of both developed and developing nations are discussed, as well as technical training in conservation procedures, reprographics, and data processing, and the character of archival training schools in Dakar and Ghana. Problems in determining the scale of personnel needs in archives are assessed and quantified. Also addressed are the availability of appropriate teaching materials and the problem of identifying and training teachers of archive science. Appendices provide a descriptive list of archival training schools and statistical tables illustrating archive manpower standards. A bibliography lists more than 80 sources. (FM)

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MEETING OF EXPERTS
ON THE HARMONIZATION OF ARCHIVAL TRAINING PROGRAMMES

Unesco House, Paris, 26 - 30 November, 1979

THE EDUCATION AND TRAINING OF ARCHIVISTS
- STATUS REPORT OF ARCHIVAL TRAINING PROGRAMMES AND
ASSESSMENT OF MANPOWER NEEDS -

Prepared by M. COOK

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I. THE GENERAL CURRENT SITUATION IN ARCHIVAL TRAINING AND EDUCATION.

General

1. It is generally agreed that the quality of the staff appointed to run an archives service, and the quality of the training they receive, are a most important factor in the success or non-success of that service. In evaluating the archives service in any country, one must ask, does it in fact successfully carry out the functions expected of it by its governing body or by the community? If it does not, then it is not worth the money which it is costing; and the country concerned would do better to put its resources into something else. But a service cannot possibly respond to the needs of the situation, cannot be planned or develop appropriately unless it is served by people who are not only technically capable, but who are able to formulate objectives and think out strategies which are apt and successful, and who can revise these formulations and strategies in the light of the real situation; who can, finally, evaluate their achievement objectively. Such people are those who have achieved the level of professional competence. Normally they require both a good general and cultural education, and a specialised technical or scientific training. Without these only the most exceptional persons can operate successfully at any level beyond that of simple processing of material. The archivist of today is obliged to be both a scientist and a manager, and so needs access to schools of science and of management.

2. Setting out to survey and describe the facilities in archival training schools in the world today, an initial observation would be that

- (a) there has been much development in the years since Kecskemeti's survey in 1966:(1)
- (b) in the developed world the supply of trained personnel produced by the archive schools is probably broadly adequate in number, though the curricula of the schools is not always the most apt;
- (c) in the third world the supply of trained personnel, and (which is not the same) access to training schools, is not sufficient by a very large margin;
- (d) the supply of trained personnel in the technical fields, and in particular in that of conservation, is extremely short, and opportunities for suitable training even shorter.

It was to test these propositions, and to make an attempt at their quantification that this survey was undertaken.

4. Some initial difficulties were involved in distinguishing categories both of professional levels of staff and of the typology of training schools. Several distinguished attempts have already been made to classify and compare staffing patterns and schools of archival science so as to enable characteristics to be compared internationally. Most notable among these were C. Kecskemeti (1966) and E. Franz (1974), though F. Evans (1977), H. A. Taylor (1977) and E. Welch (1977) have added valuable insights.¹ Acknowledgement is gladly made to these pioneers, who have so ably laid the foundations for further enquiry.

5. The dominant factor in the field of archival training is still the overriding importance of national and linguistic traditions. These are so important that it has so far proved to be beyond the capacity of the international community to interpret the statistics provided by the different groups in an intelligible way. For instance, British universities seem to return an annual teaching year of about 200 contact hours, while certain of the training schools in Europe and Latin America return teaching years of from 300 to 600 hours. Clearly there are differences of interpretation and of teaching method which can only be cleared up by detailed investigations into the local meaning of certain apparently standard statistical measurements. Until this is done it will be impossible to compare, in any real professional terms, the value of archival diplomas issued as a result of courses which are reported as being of 1000 to 1200 teaching hours, with those issued after teaching sessions of up to 800 or so (this is the adjusted apparent minimum claimed by any regularly established full-time archival course).²

REGIONAL CHARACTERISTICS OF TRAINING SCHOOLS

6. The survey therefore begins with a short description of the training school scene, dividing the world for this purpose into regions, which are not entirely mutually exclusive. More detailed information is given in Appendix I.

1. Europe.

7. This is the most complex of the regions, and the one in which archival training was first undertaken by formal schools, starting in the early part of the 19th century. There is a family likeness between the schools of the continental part of western Europe.

8. The Ecole des Chartes is an important model. Its principal characteristics are: it has a monopoly control of entry into the higher reaches, at least, of the archival profession; it is an autonomous institution of university status, which takes in students at school-leaving age and gives them a general as well as a technical education; and it has an international reputation for scholarship and for research in its chosen field, which is broadly that of mediaeval historical scholarship and the historical auxiliary sciences. It also trains

librarians and museum keepers in a partly common course. Criticised for its lack of attention, in the 4-year course it offers, to the skills required by professional archivists in the modern world, it has made some adjustments. Even so, the Stage International Technique des Archives, which is one of the most important resources of the third world, is provided by another body, the Direction des Archives de France.

/important model/.

9. The schools of the Federal Republic of Germany are also an/ They too are independent specialised institutes, attached to important archives services, with a considerable academic reputation and with strong research programmes. However, these schools only accept students who have already completed their unspecialised university careers (having obtained their doctorate), and give them training in professional and technical subjects, including, of course, the historical auxiliary sciences. Their courses last 1½ to 2 years, producing qualified archivists who are aged at least 27 years and are usually older. The German model therefore is one in which there is the maximum possible training, both in length and in quality. The German archives services are certainly run to very high professional standards in consequence.

10. An important variation is provided by the Netherlands, where training is given in a school which has a constitutional identity but which in practice consists of teaching in-house (and largely in-service) by practising archivists at the national archives. Classes are part-time and students spend most of their time actually working in the archives. The Dutch system presumably makes the most effective use of practising archivists as teachers.

11. Another important variation, copied outside Europe, is provided by Italy. Here there are 17 public schools of palaeography, diplomatics and archival studies, the vast majority of whose students are non-archivists who are attending simply to obtain a good education. This model is worth examining as a possible solution to the problem posed by the small numbers of students in strictly specialised schools. To throw open the course to the public means that there is likely to be an economic use of the teaching resources. However, one may wonder whether a specialised professional training can be given in this manner, and practical experience seems to show that first-degree courses (as these in effect are) are of little value on the job. The situation in Belgium is an interesting comparison.

12. In most respects the countries of Eastern Europe are very like those of western Europe in the provision of training schools. Except in

they are mainly in State Universities.

The USSR does offer some interesting new features. Its Moscow State Institute for History and Archives is an independent specialist institute of university standing and reputation. Its 5 or 5½ year courses clearly aim to give general education as well as technical training; and much of its work is done with external students at evening classes or through correspondence courses. It trains personnel who work in a large variety of government posts and offices, and at several levels. The valuable features of this model, from the point of view of their possible emulation in other countries are (a) its willingness to give a public service and run external courses; and (b) the very great output of textbooks and other teaching material that it has been responsible for.³

13. The five British archives schools produce about 40 qualified (high-level) professionals yearly. To these must be added 5-20 high and intermediate level entrants to the National Archives services, who are trained in-house. In some years of expansion these figures are insufficient and there is an unqualified intake. A sixth university school operates in the Irish Republic.

Features of the British model are:

- (a) there is a minimum of direct state provision and financing;
- (b) the national archives itself follows a different and largely incompatible pattern from that of the rest of the country;
- (c) professional education is given to those who have already completed their university education (BA Hons) in specialised post-graduate courses by certain universities (this closely follows the pattern of professional education given in Britain to teachers);
- (d) there is no training whatsoever given to middle-level or subprofessional groups.

14. A modified version of the British model is accepted by most countries of the Commonwealth or English-speaking tradition. Thus it was called for by meetings of archivists in East Africa (1974)⁴ and Southeast Asia (1968, 1973)⁵, and established in India and Australia. Its influence can be discerned in North America.

15. Though originally based on the same principle as that of the Ecole des Chartes, that is, that the main burden of archival education lay with the historical auxiliary sciences, the British courses have achieved a close relationship with the professional organisations in archives, and have proved responsive to calls for adjustment of the syllabus towards modern techniques; much more so than the big specialised schools. They have now become entirely professional, have shed their non-specialist students, and employ practising archivists for teaching professional subjects.

16. Some European training courses are attached to Universities, some to archives, and some are autonomous institutes. Some combine the training of librarians and archivists (in one case documentalists also); some give general education with a historical bias, some are entirely specialist. The analyst will notice that for the purposes of professional formation, the school's affiliation is not particularly important. What is important is

- (a) that it should be giving specialist training and not general education,
- (b) that it has qualified specialist staff, including practising archivists, and
- (c) that it has facilities for practical work.

17. These conditions are met by the schools in Britain, France, the Federal Republic of Germany and the Netherlands. The courses in Denmark, Finland and Sweden might also be included, but they are not regularly provided full-time courses of adequate weight to be a satisfactory initial entry training provision.

18. The Eastern European and the Latin countries most tend to the use of archival studies as material for a general undergraduate education.

2. North America

19. Though the archivists of the USA and Canada often complain of their failure to produce a professional training institute on the European model, or a regular full-time course on the British model, their achievements are not negligible in the field of archival training. The debates in America on the right way to set up a training school have centred upon the rival claims of historical programmes and library schools (a debate which

is not much heard in Europe, even though in France and Spain librarians share the archival training institutes). The most characteristic feature of American training schemes is that they are all part-time : they either run for a short time in the year, or are only one element in a year-long programme. This is true whether they are organised in library schools or in university history departments and it is perhaps a result of the American system of university education, based upon the optional unit. The inherently unsatisfactory nature of the North American model is redeemed by the high reputation and influence of some of its participants, but it is interesting that it has not been copied abroad at all, despite the fact that of all the alternative models this is the one which could be set up with the least input of full-time teaching staff and capital investment.

20. The professional education committee of the Society of American Archivists publishes a Directory of archives training which is periodically updated. (It would be desirable if their European colleagues would do the same.) Some of the courses offered are at undergraduate level, some are postgraduate, but more often they are entirely elective.

21. A useful feature of the American model is the summer school or institute, lasting for 1-4 weeks during a vacation period. Teaching staff are drawn from other establishments, university or archival, and there is free enrollment. Practical work is sometimes provided, but generally there is little time or opportunity for this. As a means of mobilizing resources to provide crash courses, or updating and innovatory courses, this is an excellent system which could well be extended to other parts of the world.

3. Latin America

22. On paper, Latin America is among the best provided of all the regions. There are specialist schools in no fewer than 18 universities in 12 countries, including a regional specialist institute at Cordoba, Argentina. The Latin American schools have a family likeness; they offer 2-4 year courses leading to first degrees in archival science or in archival science with librarianship : that is, they give general education from school-leaving, and they admit large numbers of students who are not intending to enter the archival profession. Whatever one might feel about this as a workable model for the third world, there appears to be no financial, social or political opposition to

the idea in the region, and if they were properly maintained these schools would certainly be sufficient to give the region a good supply of trained personnel. In fact, however, the archives services of the region are understaffed, contain staff who are untrained, are noted for underachievement and failure to reach good standards of activity and output, and are still in part dependent on training provided in Spain. There seems to have been a failure to relate the university courses, the subjects they teach, the students they turn out, and the actual needs of the archive services, which largely vitiates the investment which has been put into this form of training. There are still important areas of the region, particularly in the Caribbean, without access to training facilities.

4. The Arab States

23. Some of the Arab countries of North Africa, strongly influenced usually by France, have approached the problem of archival training in an unusual and interesting way, by incorporating a modicum of archival training into their institutes of information science. Though it is not yet certain that their graduates are capable of doing an effective job in the archives, this is an approach which demands more investigation.

24. The establishment of a proposed regional training school in the Lebanon having been delayed by war, we may observe that it was to have been a general-education university model, giving a 4-year course (some of it in common) to librarians and archivists. There is little information on the other school planned regionally, in Iraq. This is an area in which there is as yet insufficient answer to the demand for training facilities, and in which the level of activity in both public and private archives is low.

5. Africa

25. Anglophone and Francophone Africa each now possess a regional training school to serve the various countries of these respective traditions. As might be expected, each follows the tradition of its metropolitan country, with the Anglophone group, for example, choosing a specialised one-year post-graduate course in a university as its model. Where there are tendencies towards the emergence of new archival training schools in particular countries, as in Nigeria and perhaps Kenya, they are choosing the same model. The Francophone school, at the University of Dakar, however, has established a new model which may prove of the greatest value in

third-world development: it gives a two-year course to school-leavers, which therefore contains a small element of general education. This school has shown itself able to train relatively large numbers of students at the intermediate level, and to acquire local teaching staff.

6. Asia and Oceania

(a) South Asia

26. Marked by considerable development in the last few years, this region is favoured by having one of the most important schools, from the point of view of international supply: the school attached to the National Archives of India. This is run on the British model, with the exception that it does not belong to a university. It is also distinguished as one of the very few international schools of archival conservation, though its courses in this field are short ones (about 2-6 weeks).

(b) Southeast Asia

27. The long-planned training school in Malaysia has never appeared, although this region is one in which there has been much archival development, and in which the need for training on a large scale can be most clearly demonstrated. In Malaysia and Indonesia in particular the needs are especially clear, as indeed are the achievements of the existing personnel. With this region one may point to the developing national archives, without direct access to training facilities, in Hong Kong and Japan.

(c) Australasia

28. The now well-established postgraduate training course at the University of New South Wales follows the British model, and is one of the internationally available training schools. A school for conservation is possibly developing also. It is appropriate that Australia should offer good training facilities as they have been leaders of archival development ever since the 1950's and there are newly developing services nearby in the South Pacific.

CONCLUSIONS

29. Looking back, then, to the initial propositions we can now proceed to test them. These were:

30. There has been much development in the last decade. This is clearly true. Apart from organised professional activity at international level, many new archival schools or courses have appeared in the 1970's. Kecskemeti(1966) lists 50 such schools, the present report identifies 127 and is clearly not exhaustive. There have also been major revisions of syllabus or constitution. Four training schools specifically for the developing world have been opened, and two more projected. Among archivists at work there has been a general increase of numbers and an increase in professionalism, as measured by the activities of professional associations and the number of publications. These changes have been as much in spirit and emphasis as in formal restructuring, and so are rather difficult to quantify; but many commentators have referred to them, and they have been accompanied by public debate and in some cases discontent or dispute.

Training capacity for the developed world

31. In the developed world the supply of students from the training schools is broadly adequate. This proposition can be shown to be probable at least by the absence of complaints about supply. In the case of Britain it can be shown to be true. Here, in the years up to 1974, the supply of formally trained archivists was so deficient that each year there was an unqualified intake of new members into the Society of Archivists of up to about a third of the new membership of that year. The actual figures are 10-15 unqualified new members against about 35 in possession of diplomas. This problem was thought to be so serious that the Society of Archivists has subsequently established an in-service training course on the correspondence method, which is starting work in 1979 with some 30-35 students enrolled. Since the economic upsets of 1974+ however, intake of unqualified new archivists has dwindled to a very small number, and the discrepancy between the number of diplomates turned out by the training courses and the vacancies which are available to fill, has been much reduced. The numbers of students on the training courses has also slightly increased. However, it is true that the potential expansion of the profession is being artificially held back.

32. Despite this, there are important areas in which archival services are continuing to develop (especially records management services) which are not being served by the traditional training sources. Industrial and business firms are appointing archivists or records managers to an increasing extent, and are often seeking recruits to these positions among young research personnel from the universities, or by appointment from within the organisation. People appointed in this way tend not to build up an early relationship with professional associations. Setting up committees of business archivists by some of the national or international organisations has only gone a small way to meet this difficulty. It would seem therefore that in this important area of expansion, the existing training schools are not producing personnel, and it is likely that in an unfavourable financial atmosphere they will not adapt to do so in the near future. In particular, those training schools where the students are in effect enrolled in the state archives service (as in France) would find it constitutionally difficult to adjust their numbers. In the Federal Republic of Germany, however, the training schools are adapting to the need to supply new staff for the new professional sectors, though whether to a sufficient extent is difficult to estimate. It is interesting that several of the training schools of Eastern Europe are providing archivists for the industrial or commercial sectors.

33. In general, the lack of trained archivists for this expanding field of recruitment in the developed countries, does not have the same immediately damaging effect on the survival of archives or the shape of archival services as it does in the developing world, since the general assumptions of society and the general level of education give support to untrained personnel working in the field: also there is a certain amount of instructional literature available in most languages, which may tend to be bought and read.

34. The value of the American model of archival education is that it can respond quickly to a developing need. Untrained staff appointed de facto to undertake work in records management or archives, can relatively easily find near their locality a course which is not expensive, does not demand much of their time and which gives them access to the basic information and literature. Where training systems are more formal, longer and dependent on public money, it is difficult to expand them to catch up with existing requirements and impossible to think of potential ones.

Training Capacity for Developing Countries

35. In the developing world, the supply of trained personnel, and the access to training schools, is not sufficient. This proposition is also true, although

partially obscured in Latin America.

36. In Latin America the basic situation may be deduced by a close look at one country, El Salvador. Here the national training school was founded in 1964 by the Association of Archivists of El Salvador; but a UNESCO report in 1974⁶ found that there was a serious deficiency of staff at the national archives, that 50% of its posts were vacant, that only 2 members of its staff were trained, and that professional organisation was "en forma desordenada y anarquica". One may add to this that in El Salvador the government appears to have withdrawn its recognition from the degrees issued by the school of archival studies.⁷ There are indications that a similar situation exists also in other Latin American countries, which therefore still require assistance from international sources, both in training and in execution of archival programmes.⁸ These countries are particularly badly hit by the effects of low status accorded to archivists in administration and in society.

37. Elsewhere in the developing world, similar problems are compounded by the lack of access to any kind of archival training. Apart from the training which is afforded under bilateral or international aid projects by attaching trainees to established archival institutions in developed countries (which is, and must remain, a useful practical way of giving advanced training, though not so useful in giving basic initial training) there are only the following schools which are available internationally:

1. The Regional schools at Accra and Dakar (about 15 per year from Accra, and over 25 over 2 years from Dakar).
2. The School of Library, Archive and Information Studies at University College, London (about 4-6 places, limited to graduates).
3. The Archive school at the National Archives of India, New Delhi (in practice about 3-10 places, for foreign students).
4. The School of Library and Archival Studies at the University of New South Wales (perhaps up to 6 places for foreign students).
5. The Stage International Techniques des Archives, Paris (numbers not formally limited but this is a short course which presupposes effective professional experience).

6. Places are available in suitable circumstances at the schools of the Federal Rep. of Germany and the German Democratic Republic, and at some of those in Eastern Europe (for example, Bulgaria) but language barriers and the differences of administrative tradition make these difficult for many developing countries to utilise to the full: only a small handful of foreign students attend.

38. This amounts to a provision for the training of about 25 High-level and about 40 Intermediate level staff from the whole of the Third World outside Latin America. These figures correspond to the needs of one moderately large country.

39. In view of the calculation of need which appears in section II of this report, it is perfectly clear that the supply of training places falls short of the demand by a very large margin indeed.

Technical Training

40. The supply of trained personnel in the technical fields is also insufficient. This proposition is difficult to test in the circumstances of the developed world. There has been such a radical development in techniques and equipment over the last decade, that the need and kind of technical training has changed rapidly. Generalising broadly, there are three kinds of technical expertise required:

conservation

reprography

data processing.

41. In conservation, it is likely that there is a certain shortage of training facilities in developed countries, but that the supply of traditional craft-worker repairers is to a reasonable extent still meeting the demand. In most cases these workers are recruited either untrained or with the skills of a book-binder (training in this craft is available in most cities of the world), and are given training in the additional skills of document repair in the workshops of the larger archival organisations. In very few places is there an organised academically based training course. In Britain there is a two-year course at the Camberwell College of Arts and Crafts, in Australia there is a course at the Canberra College of Advanced Education; there is the Pacific Regional Training Centre and

advanced courses in Austria and Italy. The additional scheme of the (British) Society of Archivists, for the in-service training of repairers involves short visits to working repair shops, and using experienced repairers of proved ability as teachers. There are undoubtedly other training schemes elsewhere, about which it has proved impossible to list information.

42. The general acceptance of mechanical lamination in various forms as a document repair technique has not removed the need for highly skilled craftsmen, at least in the developed countries, but it has underlined the need for an advanced scientific study of the conservation of documents. There are probably not more than about 6-8 scientifically trained experts in this field in the whole world; they are scattered widely, and their publications are not easily available. The need for the development of this aspect of the archives profession, at both the academic and at the operative levels, is very clear, though it is probable that at the latter level the training of craftsmen must continue generally to be met by in-service training courses in individual countries.

43. In the developing countries the supply of personnel for work in conservation is extremely poor. Many countries do not attempt conservation work at all, even though in most cases there are adverse climatic and/or storage conditions. In Africa, for instance, the majority of the smaller archives services have no repair units, or no effective repair programmes. Where there is ostensibly a conservation section established in the national archives, as in Ghana, the work of the section is vitiated by lack of materials and failure of equipment.

A particular difficulty of many developing countries in this technical field is that equipment and supplies must be paid for out of a restricted supply of foreign currency.

44. There are two developing countries, in particular, which have been able, despite difficulties, to build up conservation units with a high reputation and with training capabilities. These are India and Malaysia, and both run training courses available to students from other countries. In the case of India these courses are formalised, and in 1975-6 some 21 students were passed through. The courses are

short, however (2-6 weeks) and cannot be regarded as adequate for the formation, ab initio, of conservationists who must (it must be emphasised) work in a cultural environment in which there is little or no public support or understanding, and little or no general appreciation of the scientific basis of the work. The training given in the conservation unit of the national archives of Malaysia is not formally organised as a training course.

45. Training by attachment to large conservation units is arranged in several countries. Differences of language and administrative tradition are less of a difficulty in this field, owing to its practical nature. The numbers involved are not known, but are not great.

46. In reprographics, the situation is more confused but less disappointing. Most countries, however poor, have some representation from the international photographic and reprographic firms or installations. Most countries, too, have established printing and copying industries, and are developing these facilities in their administrations and often in documentation centres. It is usually possible to train a worker at the practical level, to operate any equipment which the archives can buy. The lack of a more professional training, involving the scientific understanding of reprographic processes, and the incorporation of a serious scientific knowledge of the processes and possibilities into the training of archivists present a difficulty both in the developed and in the developing world. The degree to which it is desirable to seek to incorporate this element into professional training would be a suitable one for discussion at a meeting of teachers in archival training schools. Training of technicians is vital since poor maintenance or operation can bring a system to complete breakdown.

47. The subject of data processing has been raised here since it is clear that in the developed world generally and even in some advanced countries of the developing world, there is a need to introduce or develop automated data processing facilities in archival services. A survey recently undertaken by the Society of Archivists, for example, in part of Britain, suggests that at the present time nearly one third of the smaller archives services in the area surveyed has undertaken or intends to undertake

some computer programs. The International Seminar on ADP held in East Sussex in 1974 made it clear that the major national archives services of Europe and North America are already well advanced on this road. Although the Ivory Coast at present seems to be the only country outside this circle which has undertaken this type of work, the indications clearly are that it will spread rapidly in the 1980's. There will therefore be a need for

- (a) the inclusion of suitable training into the courses of archivists,
- (b) a supply of computer programmers with an interest in data handling programs,
- (c) a supply of lower level computer workers to supervise the ongoing use of established programs,
- (d) access to computer services, data processing services and peripheral hardware. The training aspects of this problem have not yet been touched upon in any discussion of archival training needs or of the logistics of archival development.

THE CHARACTER OF AN ARCHIVAL TRAINING SCHOOL

48. There have been several able analyses of the character of archival training schools, so that it is hardly necessary to elaborate a further one here. It is sufficient to recapitulate some of the characteristics which have been noted, so that a model may be arrived at which could be suggested as suitable for the circumstances of the developing world.

49. Answers to the following questions determine many of the basic characteristics:

- 1. Is the school open to all applicants from the public, or is it aimed at specialist trainees?
- 2. Is the school open to all specialist trainees, with or without posts in prospect, or is it limited to trainees who are already in employment?
- 3. Does the school attempt to give any element of general education, or is it strictly professional?
- 4. At what level does it teach - school-leavers or post-university?

5. Is it an autonomous institute, or does it form part of:

a national (or other large) archives service;
an historical faculty of a university;
a library or library/documentation school?

6. To what extent is there common teaching with other courses?

7. How is the teaching staff formed? -

- i) part-time practitioners drawn from neighbouring archives?
- ii) full-time staff drawn from experienced archivists?
- iii) Full-time staff without direct archival experience?
- iv) some combination of these?

8. How long are the courses offered, and are they full or part-time?

9. How are the final diplomas validated?

10. Are there facilities for practical teaching?

11. What number of students is expected ?

50. In building a model for training schools, all these questions must be answered. They have been answered in different ways by training schools or courses in different parts of the world. The two regional schools at the University of Dakar and the University of Ghana might be given answers as follows:

Dakar

- 1. The school is limited to specialist trainees.
- 2. Trainees are normally sponsored at the school by their employers, the archives services of the region.
- 3-4. Since the entry level is school-leaving, some element of general education has to be given. This is perhaps the least satisfactory element in the model. Clearly an efficient archivist must have a good general educational background, since he has to make appraisal judgements which depend on it. But it is not easy to give general education in a specialist institution, since the atmosphere

is against it and it is difficult to employ the proper staff. This may of course be mitigated by placing the school in a good cultural context, as in a university.

- 5-6. It is attached to a school of library and documentation studies and there is a considerable element of common teaching.
7. The teaching staff is full-time and is composed of: visiting experts (short or long stay) provided by UNESCO for the initial period; counterpart staff with suitable academic background and professional training but without experience; there is also backup teaching and supervision of students by the staff of the national archives.
8. Two years, totalling 686 hours; full-time.
9. Diplomas are validated by the University of Dakar.
10. Practical facilities at the national archives, some miles away.
11. An average of about 25 in each year (totalling 50 at any one time) with some capability of expansion. Neither pedagogical nor logistical difficulties would prevent these figures expanding to about double. Proposals to open postgraduate courses have been indefinitely postponed, but remain a potential.

Ghana.

1. The school is open only to specialist trainees.
2. In the first year (1975-6) students without posts in prospect were admitted, but since they had only partial success in obtaining jobs after training, this policy was amended so that at present only students sponsored by employers are taken.
3. The training is strictly limited to professional subjects.
4. There are two courses, one taken from school leavers, one from those with completed university education (BA Hons).
5. It forms part of the School of Library and Archival Studies in the University of Ghana.
6. There is common teaching.

7. The teaching staff consists of (a) full-time experts supplied by UNESCO for the initial period; (b) full-time counterpart experienced and qualified; (c) full-time counterpart qualified but not experienced; (d) support from other departments of the university.
8. One academic year in each case. High-level course 12 months; intermediate-level course 9 months.
9. Diplomas are validated by the University of Ghana.
10. There are virtually no facilities for practical work.
11. Pedagogical limitations would suggest an upper limit of about 12-15 in the high-level, and about 30 at the intermediate. However logistical difficulties, particularly shortage of residential accommodation, would limit the numbers in practice to about 30. In actual experience, the maximum number attained by the school so far is 28.

51. If read in conjunction with the findings in Part II of this report, it will be seen that both of these models provide a practical and useful framework for the expansion of archival training in further parts of the developing world. They use existing infrastructure (the universities and the national archives); they do not involve major capital expenditure; they do not require a specific critical limit of student numbers, upper or lower, and are capable of expansion; recruitment of staff presents difficulties, but once this is done, there is a good base for research activities and regional development.

52. The summer institute, as practised in the USA, is a possible model for disseminating emergency training courses in countries without the basic infrastructure to support a permanent school. Based upon a university or upon an archives service, and using external aid experts, short intensive courses of up to two months can be given.⁹ This method is also useful in the technical fields, except that the craft training of repair technicians demands a more extensive period, as well as specially equipped laboratory or workshop facilities, which of course have to be on a permanent basis.

53. Archival training makes very great pedagogical demands on its teachers. European models rarely work well in the circumstances of the third world: they are too academic and proceed too fast. Above all, they need to infuse a spirit of enquiry and readiness to innovate. This is well summarised by Menou (1975); who says that the qualities needed

are : vivacity and intellectual curiosity, capacity to analyze and synthetize, sense of order and efficiency, capacity to adapt, good sense of human relations, ease to express oneself with precision. Teaching therefore should use practical methods which cause students to face new situations and learn by self-instruction. Students must be pulled out of passive learning and learning-by-rote habits of mind, and put into team-work situations. 10.

II. PROBLEMS IN DETERMINING THE SCALE OF MANPOWER NEEDS
IN THE FIELD OF ARCHIVES, WITH A TENTATIVE QUANTITATIVE
ASSESSMENT.

PROBLEMS IN DETERMINING THE SCALE OF MANPOWER NEEDS.

54. The problems involved in determining and quantifying manpower needs in this field are considerable. There are no easily usable sources of reference, and such statistics as are available are almost impossible to compare, owing to differences in base data. A theoretical discussion of the main categories and the difficulties in interpreting them will be given first, and then an attempt will be made in the second part of this section to estimate actual figures.

55. A survey was carried out during the winter of 1978-9 in which all archive training schools and a selected number of archives services (mainly national but also including a small number of state, municipal and university services) were circulated. Precise findings are tabulated in Appendix II. One of the principal purposes behind this survey was to answer the question: is there likely to be (continued) expansion in the staffing of archives services in the future?

PROJECTED EXPANSION BY REGION.

Europe. In 9 national archives represented, there were a total of 593 professional or technical staff (i.e. exclusive of all clerical, administrative or manual personnel). Of these 380 were trained - hence 213 were not trained. The organisations concerned report plans for expansion which would involve the creation of 529 new posts (106 at high-level, 237 at intermediate and 186 technical). This means that plans for expansion would if carried out enlarge these services by not much short of 90%. However, the great bulk of the expansion was proposed by two countries - the Netherlands, which intended a very large development of its intermediate class; and Poland, which was hoping for a rapid build up of its whole service (and particularly in the technical area) from a position of considerable under-development.

British Commonwealth. Ten national or state archives services selected on a similarity basis but widely scattered geographically, show a similar expectation. 123 professional staff now in post, of whom 61 are trained, propose to generate 117 new posts - a very similar proportion to that of Europe (95%). These services, however, were not among the most ambitious or the most needy.

U.S.A. No expansion was proposed at the National Archives. Figures for only 2 states were available, which show an existing professional workforce of 68 and proposed expansion by 36. (53%).

For Latin America insufficient data is available.

Africa. 4 randomly selected archives services rendered returns. These showed

professional staff at present	141
of whom are trained	73
Projected expansion by	208 (147%)

Asia. 3 major national services.

professional staff at present	471
of whom are trained	130
projected expansion by	385 (81%)

Australia. The federal and three state archives give a more moderate result with regard to expansion but not to training provision.

professional staff at present	440
of whom are trained	21
projected expansion by	84 (19%)

Bearing in mind that among services not represented in these returns are some that are among the least developed (e.g. Afghanistan, Indonesia): and some that do not conform to any of the principal models (Japan, Iran), these returns clearly show that there is an intention to expand, over the plannable future years, to an extent which varies from about 20% to about 150%. This expectation does not take account of any development of archives services in the private sector or in provincial or municipal government.

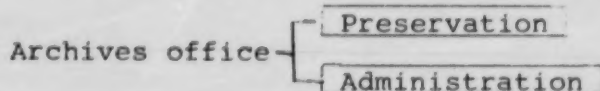
MODELS FOR QUANTIFICATION.

56. Since the survey was in any case only a partial one, it will be necessary to extrapolate from its figures in order to arrive at a set of figures appropriate to the global scene. To do this, it will be necessary to establish a set of models to which we can approximate at least the majority of archives services not represented in the replies to the questionnaire.

57. Models for archives services at simple, developing and advanced stages have already been drawn up by Delmas,¹¹ and these will be used in slightly adapted form, so as to allow for certain additional features, particularly the demand for archivists from outside the national archives service itself. These models should be read in conjunction also with those by Franz,¹² which attempt to relate staffing levels to the size of holdings; and with those by Jorgensen,¹³ who attempts to establish ratios between the different levels of staff.

1. First stage (model 1)

The Delmas model gives: service for 2-6 people.



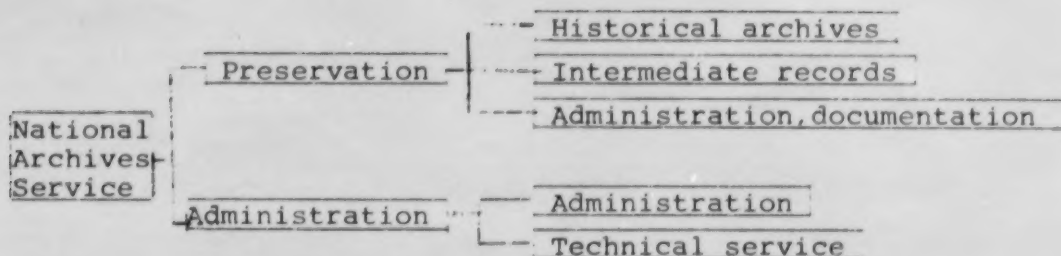
58. Delmas comments: situation static, traditional tasks being commonly carried out by the same people. In this model one must assume that there is one trained archivist, two intermediate-level supporting staff, who after training become assistant archivists, and the remainder supporting manual and administrative staff.

59. Every country, however poor or small, should clearly visualise the appointment of this number of staff, and the running of this kind of basic archives service, which will (a) care for and make available the core of historic archives of the nation, and (b) provide a minimum of advice and education on the use and management of archives. Most countries, however, will wish to advance from this towards model 2, and it is also to be observed that this first model makes no reference to possible development of archives services in the private sector within that country (though presumably in small and poor countries there will be little organised large-scale industry or business). In the simplest situation the national archives itself takes some concern for the principal historic archives arising from private sector activities.

60. Countries which conform to this model are Botswana, Fiji, Bahamas.

2. Second stage (model 2)

61. Delmas: Service partly organised, but activities still very limited (employing six to twelve people). Incipient task-sharing and specialisation of staff.



62. Most national archives services in the third world approximate to this model, which implies also that there are liaison points within other parts of the government service, in ministries and the major corporations, and an awareness of a sort in society that there are useful archival functions. There is likely also to be a national library service (if not always a national library), and possibly a scientific and technical documentation service. The principal omissions from the model, which are likely to be relevant to the situation of a medium-sized developing country are

- i) regional administrations and city governments,
- ii) the administration of the armed forces,
- iii) the administration of the major utilities (transport, water, electricity, ports),
- iv) the universities,
- v) industry and business (in particular, banks and insurance)
- vi) the para-statal organisations (social security, development planning, housing etc.).

63. We may therefore postulate that behind the staffing provision for the national archives there may be a demand for further staff in the following ratios:

	National archives	Regional/ local govt.	Private sector	Para-statal sector
High level	3	0	0	0
Intermediate	9	9	9	4
technical	2	0	0	0

64. At this stage of development, fully professional archivists will not be easily available, and the main work will be in the hands of intermediate grades, some of whom (in the circumstances of some countries) might be university graduates. Thus we might suggest a formula such as:

For every professionally trained and graded archivist:

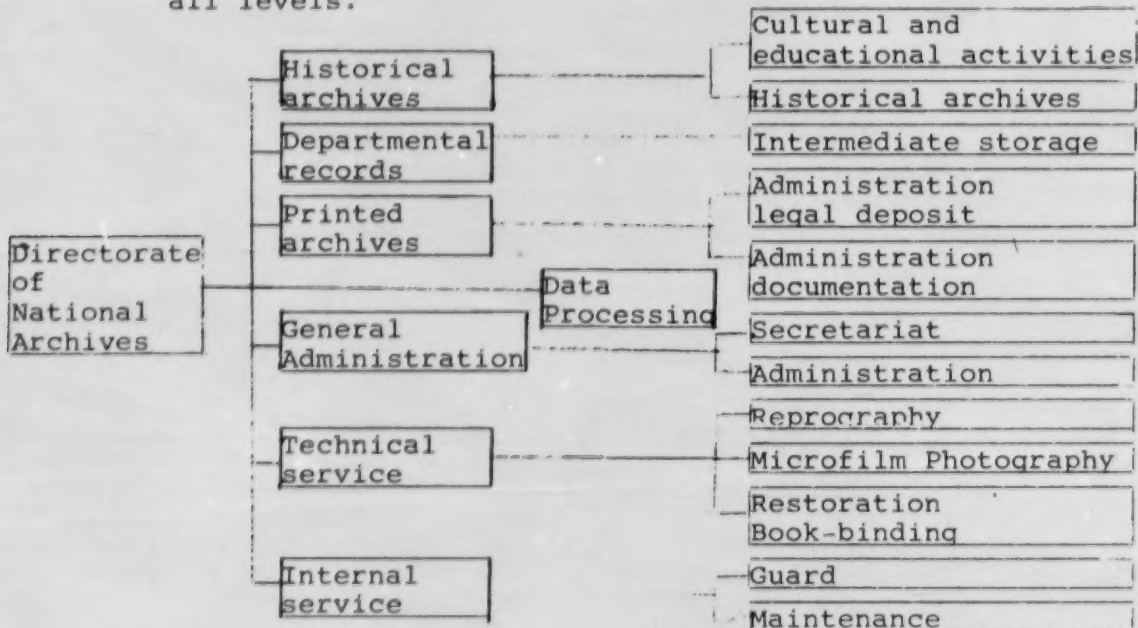
within the National archives, 3 intermediate staff;
 in regional/city government 3
 in private sector 3
 in para-statal organisations: generally there will be an absolute number, suggested here as 4, corresponding to the number of major corporations. Technical services at this stage (as far as they concern trained staff at any rate) may be confined to the national archives.

65. Additionally, the Franz model suggests that staff at the national archives should be related to the quantity of the holdings, at the rate of one intermediate archivist to 1,000 m of shelving. The number employed in the provincial archives and the cities of course must depend on the size of the country, its urbanisation, and its administrative subdivisions.

66. Countries which broadly conform to this model are Nigeria and Malaysia.

3. Third stage (model 3)

67. Typical organisation of a modern archives service embracing all activities (to be developed in varying degrees depending on local needs). The size of the service and the diversification of activities, lead to task-sharing and ever-increasing specialization at all levels.



68. Once again one has to apply the formula for extension of professional activities (of course not necessarily under the direct aegis of the national archives service, or under the umbrella of its directorate) to bodies outside the central administration of government. In this more advanced state, these will be more elaborate. At the present point an assumption must be made about how much of this potential has been realised.

	Nat. Arch.	Provin- cial Govt.	City Govt.	Public Corps.	Private Sector	Univ.& Research Insts.	Totals
High level	18	18	9	18	18	9	90
Inter level	54	54	27	54	54	27	270
Technical	30	18	9	9	9	9	84

69. No account is taken, in any of these models, of staff below the level of intermediate archivists, i.e. manual, clerical, administrative, or general assistants, as it is assumed that training on the job, in-house, will be obtainable for these.

70. It will be noticed that at a critical stage there will be a take-off in the number of high-level professional staff, which is more marked even than the growth of intermediate numbers. This is partly the result of experience, by which intermediate staff can achieve promotion into the higher category, but partly the result of deliberate development policy. One cannot run a complex service on the basis of initiatives and inspiration from one director at the centre, important though his inspiration and guidance naturally is. The service simply will not develop beyond a certain point unless it can have inputs of expertise and initiatives from intermediate points in the staffing plan.

71. Countries which conform to a model of this broad type are India, Canada, Denmark.

72. The models for the development of archive services other than those of the central government contain in-built biases, which may alter the numerical relationship of the professional groups with those of the supporting staff. One may expect, for example, that in the archives service of a private industry there will be a wide ratio between the professional and supporting staff (one professional will direct several assistants in their routines), and there will be little or no conservation work. In the archives project of a university or research institute, where there may be a large element of field-work in the identification and rescue of archives, there may well

be a large component of professionals, backed by only a small number of administrative or general assistant staff, possibly no intermediate archivist at all, and a strong conservation unit.

Commentary.

73. The main difficulty in working from theoretical models is that an archives service cannot be measured against determinable external statistics. Thus one cannot say, as the librarians can, that there should be one archivist to every, say, 6,000 head of population.¹⁴ Attempts to establish the proportion of one group to another have had limited success. For example, Jorgensen suggested that there should be a ratio of 1:3 between high and intermediate professional staff, and some attempt in these models has been made to apply this. Again, Franz suggested that there should be one intermediate professional for every 1km of shelving occupied. But one cannot observe any uniformity in the actual statistics which these researchers compiled: in real life the recruitment to posts, and the theoretical establishment which underlies this, both derive from the situation of the country. Thus in India, quite junior posts in considerable numbers are occupied by staff with university education. In East and Central Africa, by contrast, it is difficult to recruit even a Director who is a graduate. The policy of governments differs from country to country in matters regarding the build up of the civil service, and conditions of work vary from situations in which the civil service is a desirable career, well-paid, prestigious and secure, to situations in which the civil service is ill-paid, insecure and poorly regarded. Moreover, the density of the staffing (although archive administration is essentially a labour-intensive industry) depends greatly on the goals of the archive service and the responsibilities with which it is entrusted. For example, some services have very extensive responsibilities in records management, involving control of registry processes and the keeping of current records. Others have virtually no responsibilities in this direction. Educational services, academic liaison, fieldwork, collection of private papers of national interest, listing or copying of relevant archives abroad, publications, keeping of government documents of legal import, registration of public rights - these are all examples of legitimate and desirable work which is done by archives services in some countries and not in others. While there are such serious discontinuities between the administrative traditions of countries it will remain impossible to construct statistical models of archives services which are immediately relevant to any particular case.

74. However, in appendix II an attempt is made, by the use of the models, to suggest a hypothetical statistical standard.

MEASUREMENT OF TRAINING NEEDS.

Constraints

75. In his report on training needs in Southeast Asia, Cook (1973)¹⁵ found that while there was a demonstrable immediate need in the region of 133 archivists, only 27 were actually in a situation where they were likely to turn up for training. This discrepancy (which incidentally Cook noticed was a factor likely to be useful in setting up a training school, since it rendered the numbers available more digestible, while recognising the basic underlying demand) was caused by the operation of various constraints. These were: failure of a country to recruit suitable individuals to posts already established (the report did not deal with posts not already in prospect at this point); inability to release them, once recruited, for extended periods; failure to finance the training period; failure to make application and secure the necessary approvals at the correct time; and failure to find a suitable training school and get an enrolment in it. The operation of these very considerable constraints had the effect of reducing the number of students who would actually come, at the opening of a training course, to about 20% of the real demand. The same constraints were observed during the early years of the Ghana regional school, and there was an additional one in that certain countries were not sufficiently well organised in themselves either to recognise the need for sending staff for training, or to set up an established archives service. It is likely that over regions as a whole, the constraints factor should be calculated to reduce effective demand to about 10% of the demonstrable immediate need.

76. While, as noticed above, this fact has some good consequences, the observation that even under the best circumstances only 10% of the number needed could be trained at any one time, has most serious consequences for those who seek to plan and develop archives services. Indeed, since the number of places at existing training schools is so exiguous it is likely that the figure of 10% of the real demand suggested here errs on the optimistic side.

Problems of realising potential demand.

77. There are two ways of measuring the demand for training places. One is to ask the developing archives service what its plans and requirements are. This is, broadly speaking, what has been done in this report; though through the use of models we are in effect telling them what they ought to be doing and measuring

their progress against the progress which has been achieved in the best cases elsewhere. The other way, in a sense is better and more realistic, although it is not a way which is very effective in forward planning. It is to create the training opportunities and then on an empirical basis see what demand shows itself to take up the places. The experience of the regional training school in Ghana is instructive in two areas.

1. In the first year admission to the lower-level (intermediate professional) grade was thrown open to all candidates who succeeded in demonstrating that they could satisfy the entrance conditions: 5 'O' levels and success in an open competitive examination set by the centre. Some 8 students were admitted on this basis, and on completion of the course all except one managed after a period to find suitable employment. (It is interesting to note that none were employed by the national archives.)

2. After this first year it was decided that only students directly sponsored by employers should be admitted. There were two results: one was that the fairly high admission standard had to be significantly lowered, since archival employers (including the national archives of some of the smaller African countries) could not recruit staff to this standard. The other result, which was in fact unexpected, was that a relatively large number of students were presented to the school by a range of employers. These included the national archives, social security, transport authorities, the university, the armed forces and the national bank. The school's experience therefore was that the opening of the training course immediately released the necessary mechanisms for realising the demand which of course had been there in potency.

78. In addition, the creation of a bursary or training scholarship immediately had the effect of creating an application for it; while this is certainly the realisation of a potential demand, it is not so certain in this case that the demand is for the training as such or for the award. Care should therefore be taken in the measurement of demand by this means.

Categories of staff.

79. In the following tables, only the following categories of staff are being considered:

fully professional archivists (high level)
intermediate archivists (intermediate level)
technicians (technical level)

80. It is not easy to determine the boundaries of these categories. This report attempts to follow the categories employed by Jorgensen and Franz, but as an examination especially of the latter shows, these researchers did not entirely succeed in drawing accurate and unambiguous distinctions. It is hardly to be expected that the present report would succeed where they failed. The main difficulty is in distinguishing clearly at both the top and bottom ends of the intermediate category. All are agreed that there are both high and middle level archivists, and that there are various sorts of supporting staff. What is intended here is that fully trained archivists who are graduates (that is, holders of a university degree which is the result of 3 or more years study after leaving secondary school), holders of either a formal professional qualification in archives, or of sufficient experience in a responsible post to be its equivalent, and in a directorial or managerial position - are denominated 'high-level' archivists. Intermediate level archivists, in the meaning of this report, are members of staff who occupy professional posts, that is, posts which require the operation of specific professional skills: the management of a section of archives or records, their arrangement and description, responsibility for their storage and exploitation, and/or their use in information education or research; and who have under their direction subordinate staff who carry out the manual, clerical, administrative or housekeeping tasks which are necessary. The intention is, therefore, that both categories should be regarded as professional. It is not possible to specify that the second group should be university graduates, since, although in the abstract a professional archivist should undoubtedly be such a graduate, we do observe world wide that many recruits to these positions are not graduates, and that this is true, in some cases, even in the leading developed countries, (but it is certainly more generally true in the smaller developing countries where graduates are unobtainable). On paper these definitions seem both clear and reasonable, but in practice they are often rather difficult to make and to retain consistently between the different traditions of different countries.

81. Technical staff means those who have to receive specifically archival elements in their training, that is, document repairers, those dealing with reprographic methods applicable to archives, and those dealing with computer applications applicable specifically to archives.

82. Other necessary staff of the archives service are not considered here, since specialist training is not an issue in their regard.

QUANTIFICATION OF STAFFING AND TRAINING LEVELS.

83. To achieve a tentative (and very speculative) quantification of the present situation and prospects in manpower employment and recruitment in archives, we now have to extrapolate the figures provided by the hypothetical statistical models, checked against actual figures where available, working from the known cases to the unknown.

I. Europe.

European countries normally conform to model 3, but model 1 is applicable to city government and the private sector.

	Existing posts			Projected new posts			Number trained		
	H	I	T	H	I	T	H	I	T
National Archives on Model 3	24	21	21	12	26	21	19	17	6
Additional services as p.25, assuming 50% realisation	45	135	42	45	135	42	36*	108*	13*
City archives, model 1 in 5 cities	45	65	55	5	15	10	30	25	5
Total for the country	114	221	118	62	176	73	85	150	24

Total professionals in post 453)
 Total new posts projected 311) 764

Total requiring to be trained H I T
 91 247 164 technicians

338 archivists

(*In the H and I categories trained staff represent 80% of total staff and in the T category 30%)

Europe has 26 states and an overall total may be reckoned as follows:

Total professionals in post	11,778	} 19,864
Total new posts projected	8,086	
Total requiring to be trained	4,342 technicians	
	8,788 archivists.	

The high rate of growth (68.6%) is likely to be adversely affected by economic trends.

As a rough check the number of 764 professionals in fact represents about half the actual number of archivists at work in each of France, Germany and Britain, so that if the smaller countries lower the mean with less developed services, the figures presented seem to have some verisimilitude.

If we find that 8,788 archivists and 4,342 technicians need to be trained in Europe, the constraints factor will doubtless be less powerful than in the developing world. The remaining figure is still formidable, averaging 338 and 167 respectively per country.

2. North America.

The very large National Archives and Records service of the USA must remain out of general patterns and so must be entered separately.

	Existing posts			Projected new posts			Number trained		
	H	I	T	H	I	T	H	I	T
NARS	92	247	30		---		[80	200	5]
30 States & Canadian provinces (Model 1)	90	150	150	90	180	120	60	60	60
30 states & provinces on model 2	210	420	420	180	210	30	150	180	90
50 cities on model 1	100	150	150		---		[50	50	50]
Totals	492	967	750	270	390	150	[340	490	205]

Total professionals in post	2209	
Total new posts projected	810	3019
Total requiring to be trained	H	I
	422	867
		695 technicians
	1289 archivists.	

A rough check on these figures is provided by the combined membership of the Society of American Archivists and the Association of Canadian Archivists which as in Europe, is somewhat higher than the figures quoted here, confirming the conservative nature of these estimates. The relatively low rate of growth (36%) is an expected feature.

3. Latin America (and Caribbean).

It seems a fair assumption that we should use models 1 and 2, but the single country which has provided data gives an especially weak statistical base.

	Existing Posts			Projected new posts			Number trained		
	H	I	T	H	I	T	H	I	T
National archives of 18 states on model 2	216	108	270	18	54	72	18	18	18
National archives of 12 states on model 1	36	60	60	36	72	48	24	24	24
Additional services specified on p.23 for 18 states; 50% in existence	27	279	18	27	279	18	[5	56	91] *
5 cities on model 1	10	15	15		---		[1	1	1]
	289	462	363	81	405	138	48	99	134

Total professionals in post:	1114	
Total new posts projected:	624	1738
Total requiring to be trained:	H	I
	322	768
		367 technicians
	1090 archivists	

Rate of growth 56%

* Trained high-level staff represent about 10% of the class.

Trained intermediate staff represent about 20% of the class.

Trained technical staff represent about 7% of the class.

4. The Arab States.

Hard statistics are virtually absent. 16 countries include 2 capable of entry into model 2. The remainder remain on model 1.

	Existing posts			Projected new posts			Numbers trained		
	H	I	T	H	I	T	H	I	T
National archives of 2 countries on model 2	6	18	6	6	18	6	2	6	2
Additional services as on p.23 for 2 countries; 25% in existence.	2	16	1	4	46	3	1	8	1
Nat. archives on model 1 for 14 countries	42	70	70	42	84	56	28	28	28
	50	104	77	52	148	65	31	42	31

Total professionals in post: 231
 Total new posts projected: 265 } 496

Total requiring to be trained: H I T
 71 210 111 technicians
 281 archivists

Rate of growth 114%.

5. Africa.

A small number of countries are developing fast into the area of model 2, but there are a large number of poorer countries which are likely to remain in the area of model 1.

	Existing posts			Projected new posts			Numbers trained		
	H	I	T	H	I	T	H	I	T
National archives of 5 states on model 2	15	75	90	30	155	80	10	35	50
National archives of 38 states on model 1	114	190	190	114	228	152	76	76	76
5 cities on model 1	10	15	15		---		1	1	1
Additional services as on p.23 for 5 countries; 25% in existence, 75% to be developed.	14	140	9	41	418	27	[33	279	27] *
	153	420	304	185	801	259	120	391	154

Total professionals in post:	877	} 2122		
Total new posts projected:	1245			
Total requiring to be trained:	H	I	T	
	218	830	409	technicians
	1048 archivists			

Rate of growth 141%

* Trained high-level staff represent about 60% of the class.

Trained intermediate level staff represent about 50% of the class.

Trained technical level staff represent about 60% of the class.

6. South Asia.

7 countries, of which 1 might qualify for model 3, 2 on model 2 and the remainder on model 1.

	Existing posts			Projected new posts			Numbers trained		
	H	I	T	H	I	T	H	I	T
National archives on model 3	69	78	128	35	66	38	14	22	-
Additional services as p.25, 25% realised	23	68	21	67	202	63	[18	81	9] *
National archives of 2 countries on model 2	6	18	6	6	18	6	2	6	2
Additional services as p.23; 25% realised - 2 countries	2	16	1	4	46	3	1	8	1
National archives on model 1 for 4 countries	12	15	15	12	24	16	8	8	8
	112	195	171	124	356	126	43	125	20

Total professionals in post:	478	} 1084	
Total new posts projected:	606		
Total requiring to be trained:	H	I	T
	193	426	277 technicians
	619 archivists.		

Rate of growth 126%

* Trained high-level staff represent about 20% of the class.

Trained intermediate level staff represent about 30% of the class.

Trained technical level staff represent about 10% of the class.

7. Southeast Asia.

In this group there are 10 countries:
4 may be placed in the model 2 area, though
at least one of these has very great potential
for development; 6 are barely in the model 1
phase.

	Existing posts			Projected new posts			Numbers trained		
	H	I	T	H	I	T	H	I	T
National archives of 4 countries on model 2	96	180	120	156	264	180	48	80	60
Additional services as p.23; 25% realised	4	32	2	8	92	6	2	16	2
National archives of 6 countries on model 1	18	30	30	18	36	24	12	12	12
2 cities on model 1	4	6	6	---	---	---	1	1	1
	218	248	158	182	392	210	63	109	75

Total professionals in post: 624
Total new posts projected: 784 } 1408

Total requiring to be trained: H I T
337 531 293 technicians
863 archivists

Rate of growth 125%

8 Australasia/Oceania

One country approaches model 3, one model 2 and three small countries on model 1.

	Existing posts			Projected new posts			Numbers trained		
	H	I	T	H	I	T	H	I	T
National archives on model 3	46	308	7		----		6	3	-
3 state Archives	30	46	3	26	40	18	17	3	1
Other additional services as p.25; 50% realised	45	135	42	45	135	42	[14	8	1]*
National archives on model 2	3	8	1	7	17	8	3	1	-
Additional services as p.23, 25% realised	1	8	1	2	23	1	(1	1	1)+
3 countries model 1	9	15	15	9	18	12	6	6	6
	134	520	69	89	233	81	47	22	9

Total professionals in post: 723 }
 Total new posts projected: 403 } 1126

Total requiring to be trained: H I T
 176 731 141 technicians
 907 archivists.

Rate of growth 55%

* Trained high-level staff represent about 15% of the class.

Trained intermediate level staff represent about 3% of the class.

Trained technical level staff represent about 1% of the class.

+ Trained high-level staff represent about 30% of the

Summary

Region	Total professionals in post	Total new posts projected	Total to be trained		
			technical T	archivists intermediate	high-level
1	11 778	8 086	4 342	6 422	2 366
2	2 209	810	695	867	422
3	1 114	624	367	768	322
4	877	1 245	409	830	218
5	231	265	111	210	71
6	478	606	277	426	193
7	624	784	293	531	337
8	723	403	141	731	176
Totals	18 034	12 823	6 635	10 785	4 105
			Total archivists	14 890	

Conclusion

1. Tanodi (1976)¹⁷ said, "We lack thousands and thousands of archivists, assistant archivists and technicians." He is correct.

2. In terms of absolute numbers, the need for newly trained archivists is greater in Europe and North America than in any other region, but, as expected, the most urgent need overall is in the developing world. Recruitment in Europe is largely into new sectors, not into national archives services.

3. When the assumed factor for constraints is applied, the overall estimate for professional trainees who need immediate training is reduced to the following figures:

	low estimate	high estimate	mean
high-level	410)	820)	615)
	)1488	)2976	) 2232
intermediate level	1078)	2156)	1617)
technical level	663	1326	994

To this should be added a figure for replacement of annual wastage.

4. In the case of the technical staff the training places available probably do not exceed 50 in colleges and 50 in in-house training schemes. This leaves a balance of 563-1226(mean 894) untrained.

5. In the case of archivists (high and intermediate levels) the total number of training places exceeds 3000. It is not possible to give an accurate figure for this, since

- (a) training schools do not all give the number of student places
- (b) not all student places are occupied by intending archivists. This is particularly true in Southern and Eastern Europe and the Americas.
- (c) variations in lengths of courses make it impossible to calculate uptake of places and output of qualified students in any one year.

Estimates from the data in appendix I yield the following suppositions:

Low estimate of student places per year: 2780

High estimate of student places per year: 3680

Mean estimate of student places per year 3230

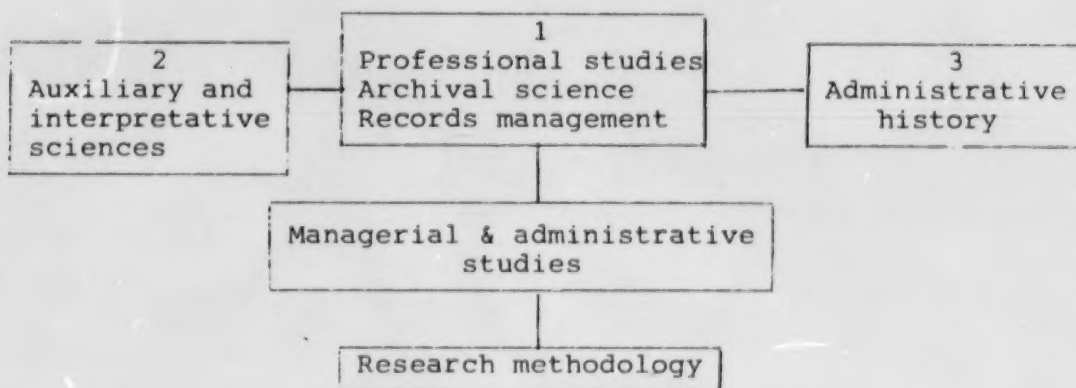
Since the mean figure of 2232 represents only the overall calculated demand at any one time, allowing for constraints, it would seem likely that in some regions an expansion and upgrading of the existing training schools (or the expansion of the number of professional trainees therein) would provide enough places. But:

- i) the quality of many existing schools would have to be improved,
- ii) the distribution of training schools is uneven: there would have to be a creation of many new training places in several regions,
- iii) there is a long-term need for further expansion of training capacity, which is a long way from meeting the underlying need.

III. THE AVAILABILITY OF APPROPRIATE TEACHING MATERIALS

84. The training schools which replied to the questionnaire (see appendix I) almost universally replied that appropriate teaching materials were available, without going into details. However, the present writer, who has considerable experience of assembling teaching materials in archives, feels that a gloss should be put upon this apparently favourable situation.

85. First, what are appropriate teaching materials? Obviously they must be designed to support teaching in all the subjects which an archives school is expected to teach, including practical teaching. There are many analyses of the subjects to be covered in an archives school, and it is not necessary to specify these in detail again. Broadly, there are three main subject areas and two subordinate groups of subjects depend on them.



To support the teaching of this framework of subjects both at full university level and at intermediate level, the following kinds of material will be needed.

1. BOOKS AND ARTICLES.

86. One important difficulty in most countries in the teaching of archival studies is the dearth of good written material. This has the consequence that the teacher has to put over much basic information during his lectures, and this again has the consequence that the teaching must remain rather formal in style, the lecturer giving out information that must be copied out in note form by the students. However the teaching of archival subjects is an academic area in which it is particularly important that there should be fresh pedagogical styles. An important aim will be to produce people who can break away from the stilted educational style of much schooling and who can generate new ideas, and solutions to difficulties that they will meet in their work. 18

87. Secondly, what written material there is tends to remain constrained within the linguistic medium in which it was generated. There is very little translation of archival literature from the principal languages in which it is written: English, French, Spanish, Italian, German, Polish, Russian, Scandinavian and Balkan languages. Although it is true that the first three of these groups have a large market in the third world, the intercommunion between them is minimal. Moreover a good deal of important archival literature is not available through normal publishing channels, but takes the form of government publications, publications of state and local governments, voluntary societies and articles in relatively obscure journals. In addition to difficulties of dissemination which would exist in any case, many third world countries find it particularly difficult to order books and journals, since the mechanisms involved in obtaining the necessary foreign currency (and of course the actual cost of the materials) is too much for the departments concerned.

88. The only professional literature which has been systematically translated is that produced by UNESCO and the ICA, which does indeed form a block of standard textbooks. It is neither wide nor detailed enough, however, and it is recommended that a more extensive campaign for translation and dissemination of texts should be mounted, and for the production of further literature.

89. In some of the subject areas indicated, such as the administrative and management sciences, there is already a good supply of teaching texts. In others there are not. These include not only archival science, but the whole field of administrative and institutional history. The problem with this subject field is that, although it is indispensable to the formation of an effective archivist in any country, the administrative history of other countries is not of direct relevance (it may have methodological relevance) and this means that it is difficult to teach it to him abroad; while at the same time the most fit person to develop and write on the administrative history of his own country is the archivist himself. Up to now, the main effort by archives institutions, when they do plunge into writing upon their subject, has been in the direction of general and special archives administration or, sometimes, aspects of the auxiliary historical sciences. It would be useful if the attention of experienced archivists with research opportunities could be directed to the possibility of researching into, writing upon, and disseminating the resulting literature, on administrative history.

2.AUDIO-VISUAL MATERIAL

90. The equipment for playing or using audiovisual teaching material (film, videotape, film-strip or loop, slides, audio tape) usually exists in even the smaller developing countries, and does exist at the regional training schools. The use of this material is particularly desirable, because

these schools are faced with the difficulty of conveying to their inexperienced trainees the flavour and reality of archival processes and organisations, while they are not able to take those students into the institutions where the processes are best carried on. They can of course go into their own national and other archives but will probably find there archivists who are almost as much out of touch with the best practice as they are themselves. Audiovisual methods might do something to remove this difficulty; indeed, they are perhaps the only means of doing so.

91. Steps might therefore be taken to create film or videotape illustrations of all the main archival processes, including repair and conservation processes, and to make these available to the training schools, by sale, hire or gift.

3. PRACTICAL INSTRUCTION.

92. However the most important teaching aid in the teaching of archival subjects is the possibility of carrying out practical work under skilled supervision in an archive repository. This possibility exists in many of the archive training schools. In some the school is but an extension of the archive, and the students are either staff members, or at least privileged participants in the institution. In other cases the teaching of professional subjects is carried out by practising archivists who devote their spare time to teaching, and who are able to supervise students who are doing practical work in the archive. (Note, however, that there are some cases, such as the institute at American University, Washington, where, although the teaching is by archivists, it is in the evening, and so students cannot normally be admitted to do practicals in the archives).

93. There are many other cases, though, where the teaching on the training course is done by personnel appointed by the university and where there is no organised way of arranging for the students to spend practical periods in the nearby archives establishments. The difficulty involved in arranging practicals for them is compounded by the fact that in some schools students who are not being trained for the archives profession, in some cases in very large numbers, are included in the student body.

94. Another difficulty is that several of the processes which require to be taught involve the handling and management of records of great sensitivity. Records management, for instance, includes processes such as

- (a) surveying current records held in public operational office premises;

- (b) appraising recently current records;
- (c) advising on the management of records centres and records management services based upon current or recently current records.

95. When the students concerned belong to the professional body, albeit in a trainee or probationary position, they are bound by the norms of professional practice, and it should be safe to bring them into confidential places; it is not so easy or desirable with other students.

96. There are similar problems with archival management. The presence of non-archivist students on an archival course, constitutes a pressure away from close involvement in administration, away from subjects such as records management, towards a concentration on the older disciplines of historical methodology and the historical auxiliary sciences. This pressure ought to be resisted.

97. Even where students can be admitted to working archive repositories to observe or practise archive and records processes, it is important that good pedagogical methods should be used. A simple visit of observation is by no means sufficient: students should be asked to carry out the processes themselves, under supervision, and should be expected to find out for themselves the basic information in technical, professional and managerial studies of the institution. Teachers and supervisors should therefore have both expertise and resources.

98. There should be facilities and material for carrying out simulations and games, these being modern methods of teaching processes involving decisions and planning. The material to back up this kind of activity would include sets of actual archives identified and selected from the main body of an archive, together with pedagogical material such as worksheets, game material, report forms and other specialised instruments. The construction of projects based on these materials, and the development of the materials themselves, might be the object of a special advisory mission to the regional training schools, by experts who are skilled in these techniques.

99. Practical facilities in the teaching of conservation is more demanding even than this. It is quite clear that training schools of conservationists or document repairers should have laboratory facilities which would include all the materials and processes which are used in real repair. It will remain likely therefore that the training of repairers will be in schools which are part of the conservation units of large archival institutions.

Where there is a well-endowed technological institution which has not only the laboratory facilities but also teaching staff with advanced status in the relevant branches of the natural sciences, and also access to the materials of repair (i.e. a source of actual documents), specialist schools may be possible. The same applies to schools of reprography where these teach processes related specifically to archives, though the situation is easier here since reprographic processes are broadly the same when related to other materials.

IV. THE PROBLEM OF IDENTIFYING AND TRAINING TEACHERS OF ARCHIVE SCIENCE.

RECRUITMENT.

100. Archival science is a subject, or group of subjects, which belongs to the professional expertise of an archivist. It is therefore a practical, vocational subject, which although it possesses a body of theory, ought to be taught by one who has considerable experience in its practice. It should be taught, in other words, by archivists who have either had much experience and who have transferred to the service of a university in order to teach on the basis of this experience as well as upon their personal academic standing; or who continue to practise their profession while teaching it part-time. The latter is usually a particularly good solution, for it capitalises upon the existence of a pool of skilled educators in the locality, it offers the archivists a chance to consider and write about their subject in an academic context, and it gives the students a good practical contact with the job. In many cases the establishment of the training school or course was due initially to the initiative of one or more of the local archivists. It is important, though, that teachers of the school should have good academic as well as good professional credentials, as harm can be done to the development of the profession by personnel reaching top levels who visibly do not reach the proper standards (this is not the same as having paper qualifications in all cases).

101. Professional subjects ought not to be taught by non-professionals, and it is generally the duty of the professional associations, national and international, to intervene in cases where it seems that a university or other autonomous archive school has appointed an academic to teach professional subjects. Professional subjects, in this context, do not of course include the historical auxiliary sciences, such as palaeography or diplomatics.

102. By the same token one may question the desirability of the teaching of these latter subjects by archivists, since it leads them away from the development of professional practice. However, in certain posts an advanced study of such auxiliary subjects is certainly a professional area of expertise.

103. There is one special case. The regional training schools which exist to service developing countries have at present a considerable problem in the recruitment of teachers of both professional and other subjects. They will be obliged to seek exemption from the principle laid down above, and appoint inexperienced teachers of archival subjects, people who have a sufficiently advanced

academic training (including at least an MA or equivalent involving research) and who have followed a course of training in archival studies. Wherever possible these schools will doubtless seek the support and help of the national archives in their locality, but it must be recognised that for years to come those archives are themselves likely to be extremely short of trained staff. Much will depend on the success of the trained but inexperienced teachers, and they should be supported as much as possible by a sequence of expert visits of short duration, special short courses in the higher standards in particular subjects (held in archives establishments of developed countries), and courses in pedagogical method. Like all staff of advanced educational institutions, they should have sufficient opportunity to undertake research on their own behalf.

104. The teaching of administrative history also presents a problem to the regional training schools, since it is unusual for the universities in which they are situated to have suitable courses in this subject. The subject itself indeed remains to be developed in and through the archives. (The general national history of the region is usually taught). Although it would divert resources from the direct teaching of professional subjects, it is to be hoped that the regional training schools will be able to recruit research-trained academic staff also for the development of administrative history options, or courses.

THE ROLE OF PROFESSIONAL ASSOCIATIONS.

105. Professional associations of archivists should have a part to play in the selection and training of teachers of professional subjects in schools in their nation or region. It may be that in some cases the associations can bring forward a candidate for such a post from among their ranks; and in other cases members will be available to offer training and practical support to training programmes which inexperienced teachers are attempting to organise. In due course, if the training courses develop as expected, there will eventually be a sufficiency of professional archivists at work, from whom future teachers will be drawn, and it is in the associations that these persons will be identified. It is recommended that the professional associations of every region should be asked to discuss and recommend upon the identification and formation of potential academic teachers of professional subjects.

CERTIFICATION

106. Teachers cannot be appointed until posts have been created and financed. Here too the professional associations have a part to play, for it is mainly up to them to create a public opinion which will underpin

the training schools. Public opinion is normally necessary in some degree to convince governments and international bodies that the foundation is needed. In some countries the foundation of archive schools is justified to government because large numbers of non-archival students go through them, and they are a substantial part of the general provision of public education. However, schools of this type can hardly be much responsive to organised professional opinion, and it is not thought likely that schools based upon this principle will appear in any part of the world where they do not already exist. In Britain the Society of Archivists has a system whereby it certifies certain professionals as fit to undertake the teaching of archival conservation; these teachers are then used to give practical instruction to trainee repairers who are enrolled in the Society's in-service training scheme. It is recommended that a similar type of certification should be undertaken by other national associations of archivists and perhaps by the International Council on Archives. Certification should cover both full-time teachers of professional subjects in the regional or national training schools; archivists who supervise practical work, or who make a part-time contribution to the teaching of professional subjects. Non-professional subjects or academic research would be excluded from certification. Archivists so certified should of course remain in full membership of the professional association, and should be subject to the code of professional practice where such a code exists.

FOOTNOTES: SPECIFIC REFERENCES IN THE TEXT

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13. H. Jorgensen, 'Les Budgets des Archives' in Actes de la Quatorzième Conférence Internationale de la Table Ronde des Archives, Luxembourg 1973, ICA 1975, pp 66 ff.
14. P. Havard-Williams and E.G. Franz, op cit, pp 10-11.
15. M. Cook, 'The Planning of an Archives School', Journal of the Society of Archivists 5 (1975), p.238
16. See Appendix II.
17. A. Tanodi, Archival Assistance Programs, VIII International Congress on Archives, Washington, 1976, p.42.
18. See above. p.19 and note 10.

APPENDIX I. DESCRIPTIVE LIST OF ARCHIVAL TRAINING SCHOOLS

BY REGION.

1. EUROPE.

Austria

Institut für Österreichische Geschichtsforschung, Vienna. A postgraduate course of 864 teaching hours.*

Master-school of Conservation and Technology. There is a five-year training in conservation, [Franz 1974 pp.47 ff].

*Fichtenau 1975. For references, see bibliography. Where no source is indicated, data is derived from returns supplied by the school in question.

Belgium

No training school. Three universities offer undergraduate courses, 'introduction à l'archivistique', as options, but no special use is made of this as a recruitment area for the archives.

Bulgaria

No information on a regularly established school is available. However in 1978 Bulgaria has allocated scholarships to students from Benin and Angola, to study the theory and practice of archives administration. It also proposed to send archival experts to developing countries. [CAD/CDA Information 2 (Jan 1979), p.8].

Czechoslovakia

Kecskemeti (1966) lists schools at the University Charles IV, Prague, and the Komensky University at Bratislava. No reply was received from these.

The chair of history and archival science, Tiejep, Brno. A four-year course to between 10 and 17 students. Entry point is school-leaving. Some appear to be self-financing and go into industry or business as well as into government.

Denmark

A small number of intermediate level staff follow a four-year in-house course, ending in a certificate. 16 staff members are in the appropriate grade.

Finland

Courses are given in-house by the National Archives at 3 levels:

- (i) 40-hour (1 week) course for about 30 intermediate level students (some experience expected);
- (ii) course for archivists in the private sector, average 15 per course; six months' experience, 40-hour course and some written work demanded;
- (iii) professional course for National Archives staff: 1-2 per year; 2 years' experience and examination.

There is also activity in the private sector, including short courses by the Finnish Business Archives Association. Occasional courses are run by the 8 provincial archives.

France

- (i) Ecole Nationale des Chartes, 79 students; 4-year course from school-leaving entrance; hence large element of general education. The school has common-core teaching with librarians and museum curators; all students are salaried staff [though not all are in fact provided with suitable post-training employment: M. Brichford, paper dated 15/11/78].
- (ii) Stage Technique Internationale des Archives, under the aegis of the Direction des Archives de France. Six-month course at high, intermediate and technical levels, open to overseas and foreign students and those training at the Ecole des Chartes. Numbers, 40-44 in each course.

Germany, Democratic Republic

Institute of Historical Studies, Humboldt University, Berlin. A course of 955 teaching hours [Brachmann 1975].

Germany, Federal Republic

- (i) Bayerische Archivschule, Munich. High-level; 2½ year course to 16 graduate students, mainly in-service for state and city government staff. Intermediate level: 2 year course to 22 school-leavers entering state or city government.

- (ii) Archivschule Marburg. High level: 18-month course for 20-23 students who must already have had 6 months practical experience, in-service for state, or city government or public organisations. Intermediate level: similar course for 30-50 students with school-leaving certificate, for the same employment.

There are some training facilities for repairers.
[Franz 1974, p.47 ff.]

Hungary

School of auxiliary historical sciences, Lorand-Eötvös University, Budapest. A five-year course, school-leaving entry. 10-12 students, mostly going into state archives and its branches, but some do not enter the profession. Some provision for extra-mural studies. Guide to the Archives of Hungary, 1976.

Ireland

The National University, Dublin, offers a one-year post-graduate diploma course to about 10-12 students.

Italy

There are 17 Scuole di Archivistica, Paleografia e Diplomatica, each attached to one of the principal provincial archives (Archivi di Stato): Rome, Turin, Milan, Bolzano, Genoa, Mantua, Venice, Trieste, Parma, Modena, Bologna, Florence, Perugia, Naples, Bari, Palermo, Cagliari. These offer a two-year course which is open to the public. Candidates may enter with school-leaving certificates or with degrees. The vast majority of students will not become archivists - 3 out of 3491 in 1975-6 entered the profession. In the tables in the body of this report, only net figures are used for the Italian schools. Admission to posts in the state archives is by competition, and numbers regulated by vacancies. These range from 2 to about 30 each year. Possession of a diploma is required but staff members may study for it in-service, so that it gives no entry qualification.

There is also a quite separate course at the University of Rome, which is linked with the training of librarians [Lodolini 1975].

Netherlands

Rijksarchiefschool, the Hague. High level: 1 year part-time course for 8-11 graduates going into national and local government archives and into the private

sector. Ketelaar (1974) suggests that supply does not quite meet demand. Teaching is on one day per week, the other days being given to practical work. Intermediate level: 1 year part-time on similar lines to about 40-45 students. Smaller towns and organisations employ these as professional archivists.

Poland

Kecskemeti (1966) lists schools at the University of Warsaw, the Jagellonian University Institute, Cracow, and the B.Bierut University, Wroclaw. No current information is available on these.

The Institute of History and Archival Science, Nicholas Copernicus University, Torun. A four-year course teaching 120-130 students, entry at undergraduate level. On completion, they pass to posts in all types of government archives and also into industry or business. Some are self-financed.

Portugal

Curso de Bibliotecarios-Archivistas, Faculdade de Letras, Coimbra. A two-year course for students already holding the 'licenciatura'. It is a joint course with librarians and has little specialist archival content.

Romania

Kecskemeti (1966) lists the history faculty of the University of Bucarest.

Spain

Escuela de Documentalistas, Biblioteca Nacional, Madrid. Though archival science has been taught since the 19th century, the present school amalgamates courses for archivists and librarians. The course is of 960 teaching hours, making it about equal with that of Munich. There is also a six-month course for Latin American archivists under a scheme by the OEA and the Spanish government, attended by 10-19 students each year. Cortes (1974) says, "podemos decir que no existe en el pais un programa completo y continuado de formacion de archiveros".

Sweden

State Archives, Stockholm. A university course in archival science, lasting 20 weeks, About 30 students participate.

United Kingdom

School of Library, Archives and Documentation Studies, University College, London.

University of Liverpool.

Bodleian Library, University of Oxford.

University College of North Wales, Bangor.

University College of Wales, Aberystwyth.

All these schools offer post-graduate diploma courses lasting one academic year. A total of about 49 students pass through the courses each year, 5-6 of them being foreign students: others are part-time. Students are not sponsored by employers but seek posts after qualifying.

The Public Record Office trains new staff in-house and releases no details.

The College of Arts and Crafts, Camberwell, offers a two year training in document repair.

USSR

Moscow State Institute for History and Archives. Current courses last five years for internal and 5½ years for evening students, there is an extensive series of correspondence courses. Students work in all kinds of state agencies, including archives. There is considerable demand for admission, and in 1971 there were 138 graduations at high level (historian-archivists) and 50 at intermediate level (records officers). 1006 teaching hours makes this one of the most substantial courses. [Murashov 1972.]

Vatican

Scuola dell'Archivio, issues diploma courses to between 9 and 29 students. [Tomas-Fernandez 1975]

Yugoslavia

Kecskemeti (1966) notes courses for subprofessionals at the Archives of the Republic of Serbia, Belgrade; and that the University of Belgrade provided high-level training in auxiliary historical sciences.

2. NORTH AMERICA.

Canada.

Despite attempts, no regular full-time training has been established. The Public Archives offer short in-house courses which are open in some cases to students in-service from the Provincial and other archives.

U.S.A.

The Education Directory of the Society of American Archivists (1976) lists 17 multi-course offerings, 23 single-course offerings, and 9 institutes and internships at universities, archives or historical societies. No course in the U.S.A. is a regular full-time training. The following made returns.

American University, 'History of Archives Administration'. 1 year course to 8 students, forming part of their graduate studies in history. No practical work is possible.

Auburn University, Alabama, Department of Archives. Short post-graduate courses to 2-3 students as part of their work for an MA in history; 6 months readings and practicals, 10 weeks internship in the archives of State or University.

Case Western Reserve University, Cleveland, Ohio. About 10 students follow courses leading to a masters' degree in library science and History/American Studies with Archives.

Denver University, Institute of Archival Studies. The postgraduate programme teaches 12-25 students over one year (only part of the full teaching courses). There is also an Intermediate level course to 20-24 students which is a summer institute; and some technical training to 4 or 5, of uncertain duration. These courses are not accredited by the university. There is an archives laboratory, and organised field-work practicals.

Florida State University. 1 year course to 6 students, with practicals in the state archives.

Illinois University at Urbana-Champaign. A basic course of $\frac{1}{2}$ year to 8-15 postgraduate students, most of whom are not preparing to be archivists.

Michigan State University, Department of History. 1 year course component to 5-6 graduate students.

Western Washington State University, Department of History. High-level: one year course, 8-10 postgraduate students, covering 'administrative and technical' aspects. Intermediate level: a series of 3-5 day workshops for 50 students.

Wisconsin University, archival education programme. One year, restricted to 15 postgraduate students, who expect to enter state, specialised business or college archives. The course is a component of an MA programme.

The National Archives and Records Service has an extensive in-house training programme.

Hawaii

Pacific Regional Training Centre for conservation courses. [Information from Fiji National Archives.]

Puerto Rico

Tanodi (1974) refers to a proposed graduate programme in archives science, leading to a Master's degree, at the University of Puerto Rico.

3. LATIN AMERICA.

Argentina.

Escuela-Nacional de Archiveros, Universidad Nacional de Cordoba offers courses for school-leavers. If they complete 3 years' course they are recognised as Archivists. If they follow a 1 year course, they emerge with a Certificate as Technician in either historical or administrative archives.

Since 1974 the Organisation of American States (OEA) has constituted the Interamerican Centre for Archival Development at this school. This gives a 7 month course those who have completed secondary schooling and have some archival experience. Preference is given to training teachers in other schools. The OEA gives bursaries and the services of a visiting professor. About 15 students per year attend, and since a slightly smaller number go to Madrid for training, a total of

79 from Cordoba

88 from Madrid

167 persons have received training here since 1974. These are now distributed as follows;

many in the private sector, [Letter from Prof. A. Tanodi, 5.3.79.]

Argentina	15	Haiti	2
Bolivia	15	Honduras	2
Brazil	15	Mexico	6
Colombia	11	Nicaragua	5
Costa Rica	13	Panama	5
Chile	10	Paraguay	7
Dominican Rep.	4	Peru	19
Ecuador	12	Puerto Rico	2
El Salvador	9	Uruguay	5
Guatemala	2	Venezuela	8

The Pontifical Catholic University in Buenos Aires teaches a course leading to the title of Archivist. [Tanodi 1975, p.17.]

Brazil.

Universidade de Santa Maria, Curso de Arquivologia. This is a high-level course, lasting 3 years and for 20-25 students, and based on European schools.

Arquivo National and Universidad Federal de Rio de Janeiro. Permanent Course in archives, with an enrollment of more than 200, is a 2 year course for school-leavers. This is reckoned a high-level course (in 'archivology') but there are 4 month courses (in 'archivistics') for Intermediate. [Lodolini, 1976, p.479 ff.]

Tanodi (1975) refers to similar courses at Brasilia and Belo Horizonte.

Colombia.

Universidad Social Catolica de la Salle, Departamento de Bibliotecologia y Archivistica: 4-year course to school-leavers, 160-175 in number (with a planning forecast of 500), leads to Licenciante en Bibliotecologia y Archivistica. This is claimed only as an Intermediate course.

Costa Rica.

Tanodi (1975) briefly mentions a course at the University of Costa Rica, similar to the Brazilian courses.

Ecuador.

Escuela de Biblioteconomia, Archivologia y Museologia de la Universidad de Guayaquil: Tanodi (1975) reports as recently established.

El Salvador.

Escuela Salvadoreña de Archivismo, San Salvador. This 2-year course is given to 28-38 (plans to expand to 100) holders of school-leaving certificates. The school was founded by the El Salvador Association of Archivists, but is now in trouble owing to the withdrawal of recognition by the Ministry of Education. [Letter, 1978. cf Gunnar Mendoza (1974).]

Mexico.

Escuela Nacional de Biblioteconomía y Archivonomía (an independent school under the Ministry of Education) gives 2 courses to school-leavers. A 2-year course leads to a technical certificate in 'archivonomía'; a 3-year course to a master's degree. There are also evening and part-time courses.

Escuela de Biblioteconomía y Archivonomía en la Universidad Nacional Autónoma de México: courses lead to Licenciatura en Archivonomía.

Panama.

Tanodi (1974) refers to a proposal to found an Interamerican School of Archivology at the level of the 'licenciatura'.

Peru.

Tanodi (1974) notes a proposal for a course at the Catholic University in Lima.

Santo Domingo.

CENTROMIDCA, the Regional Centre for Restoration and Microfilming of documents for the Caribbean and Central America, is attached to the General Archives and supported by the OEA. 1-month technical courses in repair and reprography, alternately.

Venezuela.

1. Escuela de Bibliotecología y Archivología, Universidad Central de Venezuela, Caracas.
2. Mención en Archivología, Universidad de Zulia, Maracaibo.

These are 4-year courses open to school-leavers. The first 2 years are taught in common with student librarians. These lead to Licenciatura en Archivología. Cortes Alonso (1974) suggests that the courses are too literary, insufficiently technical, and that the advertised syllabus is in part neglected.

4. THE ARAB STATES.

Algeria.

Menou (1975) describes an optional course in the library service of the Ministry of Information and Culture, which produces 'archivistes-adjoints', and holders of the 'diplôme technique des bibliothèques et archives'. There are about 30 students (perhaps in all branches of instruction) and this is clearly an intermediate course.

Iraq.

Regional Institute, Baghdad, is referred to as providing training for Sudanese staff, but no other information is available. [See however Arab Archives 2.]

Lebanon.

The recent civil war has prevented the realisation of a proposed training school to be established in the Ecole d'Information (in effect a school of journalism), to provide a 4 year course, of which 2 years were to be in common with librarians. There were to have been 25-30 students.

Morocco.

Ecole des Sciences d'Information offers an archival option (one of six) as part of its training of 'informatistes'. The option can be taken at two levels: (a) high level: 3 graduate students take a two-year course to become 'informatistes'; (b) 4 school-leaver students take a 3 year course to become 'informatiste-spécialisé'.

Tunisia.

Menou (1975) reports that the Ecole Nationale d'Administration teaches courses in information science. One or two options in archives are possible and there are 20 students yearly.

5. AFRICA.

Ghana.

The Regional Training Centre for Archivists (English-speaking Africa), University of Ghana.

- i) High level: 12 months course to postgraduates, 2-8 in number, leads to the Diploma in Archival Studies. Students are in post and sponsored by archival employers.
- ii) Intermediate level: 9 months course to school-leavers, who are normally in post and seconded by employers. 10-20 produced annually, with Certificate in Archive Administration.

Nigeria.

The Department of Library Studies, University of Ibadan, proposes to offer postgraduate training in archives from 1979-80. [Information from Mr. Alegbeleye, 1978.]

Senegal.

Ecole des Bibliothécaires, Archivistes et Documentalistes, Université de Dakar. 14 countries participate in this Regional School.

- i) The possibility of teaching at postgraduate level exists but has not yet been undertaken.
- ii) A two-year course is given to between 16 and 60 students (9-47 in each year). Since 1971/2 179 students have passed out, of whom 56 hold the diploma of aptitude. Entry is by some form of school-leaving certificate and the endorsement of an employer. Most return to posts in some sector of archive work.

6. ASIA & OCEANIA.

India.

The Institute of Archival Training at the National Archives of India.

- i) High-level: 1 year postgraduate (often master's) diploma course, to 14-15 students; some private candidates.
- ii) Intermediate-level: frequently repeated 8-week courses in records management, attended by 15-28 students.
- iii) Technical-level: 6-week certificate courses in record repair - 19-24 students.

Malaysia.

Proposals for the foundation of an archival training institute at the University of Malaya have led to nothing. However the National Archives give ad hoc courses to archivists from overseas, and particularly in the field of conservation.

Australia.

School of Library Studies, University of New South Wales. A postgraduate diploma course of 1 year, to about 9-11 students, some from overseas. Some common teaching with library students.

Canberra College of Advanced Education: diploma and postgraduate courses in conservation, some possibility of these leading to a master's degree. [Information from the National University.]

APPENDIX II MANPOWER STANDARDS: STATISTICAL TABLES.

The following tables illustrate the models given in the main report and are the basis of estimated extrapolated figures for manpower requirements.

H/L = High Level. I/L = Intermediate Level. T/L = Technical Level.

1. EUROPE. A GROUP OF NATIONAL ARCHIVES SERVICES.

Service	Existing posts			Projected new posts			How many are trained?		
	H/L	I/L	T/L	H/L	I/L	T/L	H/L	I/L	T/L
Austria	8	2	1				6	1	1
Finland	13	12	34	3	4	13	11	6	6
Germany, Federal Republic: Bavaria	52	41	13	-	22	-	52	38	-
Netherlands	47	75	70	8	83	28	47	75	14
Poland	18	32	43	73	98	133	15	18	29
Portugal	14	7	4				14	-	-
Spain	12	6	5	20	18	10	18	6	-
Sweden	49	8	13	2	8	-	4	7	-
Switzerland	5	6	3	-	4	2	5	6	1
Totals	218	189	186	106	237	186	172	157	51
Averages	24.2	21	20.6	11.8	26.3	20.7	19.1	17.4	5.7
Cities									
Munich	5	5	4	-	-	2	4	1	1
Amsterdam	12	21	17	1	6	2	7	8	-
Totals	17	26	21	1	6	4	11	9	1
Average	8.5	13	10.5	0.5	3	2	5.5	4.5	0.5

2. BRITISH COMMONWEALTH (SMALL SERVICES WITH STRONG
SIMILARITIES (MODEL 1))

Service	Existing posts			Projected new posts			How many are trained?		
	H/L	I/L	T/L	H/L	I/L	T/L	H/L	I/L	T/L
Barbados	4	1	3	-	-	1	1	-	3
Bahamas	4	11	4	-	-	-	4	7	2
Jamaica	2	5	11	1	1	-	2	3	9
Canada-Alberta	2	4	3	-	1	-	2	3	0
Canada-Nova Scotia	2	5	3	2	6	6	2	3	-
Fiji	2	2	9	2	6	4	2	2	5
Singapore	3	5	4	3	9	4	2	1	0
New Zealand	3	8	1	7	17	8	3	1	-
Botswana	2	4	1	2	2	2	-	-	1
Malawi	4	4	7	12	13	8	2	1	-
Totals	28	49	46	29	55	33	20	21	20
Averages rounded to integers)	3	5	5	3	6	4	2	2	2

3. NORTH AMERICA (U.S.A.).

Service	Existing posts			Projected new posts			How many are trained?		
	H/L	I/L	T/L	H/L	I/L	T/L	H/L	I/L	T/L
NARS	92	247	30	-	-	-	most	most	few
State services (Model 2)	Existing posts			Projected new posts			How many are trained		
	H/L	I/L	T/L	H/L	I/L	T/L	H/L	I/L	T/L
Illinois	10	19	17	11	19	-	5	3	1
Maryland	4	8	10	1	3	2	4	8	5
Average	7	14	14	6	7	1	5	6	3
<u>City</u>									
New Orleans	1.5	2.5	2.5	-	-	-	-	1	-

4. LATIN AMERICA

Service	Existing posts			Projected new posts			How many are trained?		
	H/L	I/L	T/L	H/L	I/L	T/L	H/L	I/L	T/L
Argentina	12	6	15	1	3	4	1	1	1
Mexico	23	14	10	5	3	2	3	4	-
Average	18	10	13	3	3	3	2	3	1

5. AFRICA (SOME SERVICES WHICH DERIVE FROM ALTERNATIVE MODELS).

Service	Existing posts			Projected new posts			How many are trained?		
	H/L	I/L	T/L	H/L	I/L	T/L	H/L	I/L	T/L
Algeria (Wilaya de Constantine)	3	1	4	1	2	2	2	-	-
Mauritius	1	9	3	-	-	1	1	6	-
Senegal	1	16	3	4	62	4	1	16	-
Sudan	5	35	60	17	60	55	3	4	40
Totals	10	61	70	22	124	62	7	26	40
Average	3	15	18	6	31	16	2	7	10

6. ASIA. MAJOR NATIONAL SERVICES IN COURSE OF RAPID DEVELOPMENT.

Service	Existing posts			Projected new posts			How many are trained?		
	H/L	I/L	T/L	H/L	I/L	T/L	H/L	I/L	T/L
India: central archives	69	78	128	35	66	38	14	22	-
Malaysia	29	48	33	54	91	63	18	40	30
Philippines	18	42	26	24	40	27	6	-	-
Totals	116	168	187	113	144	128	38	62	30

7. AUSTRALASIA. ALTERNATIVE DEVELOPMENTS FROM A NATIVE MODEL, INFLUENCED BY THE U.S.A.

Service	Existing posts			Projected new posts			How many are trained?		
	H/L	I/L	T/L	H/L	I/L	T/L	H/L	I/L	T/L
Australian archives	46	308	7	-	-	-	6	3	-
New South Wales	15	28	-	10	6	6	8	-	-
Tasmania	7	2	3	-	6	2	3	-	1
Victoria	8	16	-	16	28	10	-	-	-
Totals	76	354	10	26	40	18	17	3	1

In support of this enquiry questionnaires were sent out as follows:

To archives schools and courses,

71 questionnaires were sent

36 replies were received (50.7%)

To selected archives services(national, state, city, university),

93 questionnaires were sent

57 replies were recieved (61.3%)

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